

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Wessington Springs School District
Accountability Review - Monitoring Report 2011-2012**

Team Members: Donna Huber, Team Leader; Chris Sargent and Lori Wehlander, Team Members

Dates of On Site Visit: February 7, 2012

Date of Report: March 1, 2012

All non-compliance must be corrected within 1 year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or

- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD: 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance,
- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
 - (b) Meet each of the student's other educational needs that result from the student's disability;
- (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student.

Prong 1: The district did not adequately address all content of the IEP in four student files reviewed.		
Student:	Required Action:	Data To Be Submitted:
Student Files: 2-5-6 In each of these files the description of services did not correctly reflect what services the student was being provided or the amount of services.	The district needs to amend the IEP to accurately reflect the services and amount of services the district is committed to provide.	District must submit to the team leader the following: <ol style="list-style-type: none"> 1) PN for the meeting or PN documenting the IEP team's agreement to amend the IEP. 2) A copy of the amended IEP
Student File 6: This student's IEP addressed only the academic and transition strengths and needs on the Present Level of Academic Achievement and Functional Performance (PLAAFP) page. It did not reflect the strengths and needs for the area of language even though the child was eligible for language services and was receiving language services. Although there were language goals, these goals were not included within this IEP.	The district needs to amend the IEP: <ol style="list-style-type: none"> 1) Document language strengths and needs on the PLAAFP 2) Include the language goals into the body of the IEP 	District must submit to the team leader the following: <ol style="list-style-type: none"> 1) PN for the meeting 2) A copy of the amended IEP
Student File 1: In this student's IEP, the team blended goals and service providers which appropriately addressed the	The district needs to amend the IEP to accurately reflect the services and amount of services the	District must submit to the team leader the following:

student's needs. The IEP's description of services did not accurately reflect what services or the amount of time each service provider, including the early childhood teacher, was committed to provide.	district is committed to provide.	1) PN for the meeting or PN documenting the IEP team's agreement to amend the IEP. 2) A copy of the amended IEP
Timeline for Completion: (Document the specific date by which the district must have all individual corrections made and documentation submitted to the team leader.) The district will submit all the above mentioned material within 45 days of receipt of the CAP report.		

2. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:04. Determination of related services. In deciding whether a particular developmental, corrective, or other supportive service is a related service, the members of the IEP team shall review the results of the individual evaluations used to determine the child's need for special education. Based on the specific special education services to be provided, the team shall determine whether or not related services are required in order to assist the child to benefit from the special education program.

ARSD 24:05:24.01:01. Students with disabilities defined. Students with disabilities are students evaluated in accordance with chapter 24:05:25 as having autism, deaf-blindness, deafness, hearing loss, cognitive disability, multiple disabilities, orthopedic impairment, other health impairments, emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, or vision loss, including blindness, which adversely affects educational performance, and who, because of those disabilities, need special education or special education and related services. If it is determined through an appropriate evaluation, under chapter 24:05:25, that a student has one of the disabilities identified in this chapter, but only needs a related service and not special education, the student is not a student with a disability under this article. If, consistent with this chapter, the related service required by the student is considered special education, the student is a student with a disability under this article.

Prong 1: Correct each individual case of noncompliance

The IEP written for one student was not developed to address the special education services and then determine what related services the student needed to assist the child to benefit from the special education program. Instead, it appeared the related service was written to stand alone without linking to an academic/pre-academic goal.

Student:	Required Action:	Data To Be Submitted:
Student File 2: This student was eligible in the areas of written expression, reading and math. When developing the IEP, the team decided to address only the areas of math and reading and to provide the related service of Occupational Therapy to address fine motor skills. The related service of OT for fine motor skills does not link to either reading or math.	The district needs to do either: 1) Include the written expression strengths and needs from the skill based assessment in the PLAAFP and 2) Amend the IEP to include a goal in the area of written expression, to which the OT service can be linked and 3) Amend the description of service portion of the IEP to reflect the additional service <u>Or</u> 1) Amend the IEP by discontinuing the OT service	District must submit to the team leader the following: 1) PN for the meeting 2) The amended IEP

	for fine motor skills and 2) Amend the description of services to reflect the changes	
Timeline for Completion: (Document the specific date by which the district must have all individual corrections made and documentation submitted to the team leader.) The district will submit all the above mentioned material within 45 days of receipt of the CAP report.		
Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA’s review of updated data.		
1) The district will consistently develop IEPs that adequately address all IEP content, especially a clear description of services the district is committed to provide on behalf of the student. 2) As part of the IEP and prior to providing a related service, the district will determine whether or not the related service/s are required in order to assist the child to benefit from the special education program.	Each teacher, including EC, will submit the following for one student, preferably a student receiving either the related service of speech or OT: 1) PN for an IEP meeting and 2) The corresponding IEP	
All non-compliance must be corrected within 1 year of this report date.		
Date:		
Status Report:		

State Performance Plan – Performance Indicator

Indicator 3: Participation and Performance on Statewide Assessments: C) Did the district meet the proficiency target for the subgroup of students with disabilities in the statewide assessment?

<p>State Rate:69% or higher</p> <p>District Rate: 50%</p> <p>District Response: District has implemented the following to improve reading performance on statewide assessments:</p> <ol style="list-style-type: none"> 1) Dibels training with testing interventions 2) Discussed and implemented interventions by grouping of cross-grade level students 3) Some staff are trained in research-based direct instruction program material (Reading Mastery and LIPS programs) and are providing this instruction to students receiving services through special education for reading 4) Regular progress monitoring is done with students to ensure progress is being made 5) Diagnostic assessment of reading and core reading assessments are being used with students 6) Students also use Kurzweil and Head Sprout programs to enhance reading skills 7) Kindles and Play-Aways are also made available for student use.
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Indicator 5: Placement of Children Age 6-21: A) Percent of children with IEPs inside the regular class 80% or more of the day.

State Rate: 65%

District Rate: 96.15%

District Response: Resource room personnel have worked closely with regular program teachers on developing and implementing appropriate accommodations and strategies to be used with student with disabilities in the regular classroom. Regular program teachers are also utilizing a number of technological tools (Kurzweil, Promethean boards, Study Island, IXL program) to provide structured, educational supports to students with disabilities in the regular classroom.